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| Introductions |  |
| Summary of Last Meeting | * How do we demonstrate impact?   + Family, teacher efficacy   + Better transition planning   + Increased expectations for families and personnel   + Increased collaboration   + Access to the general curriculum   + More cohesive education * Connecting data points to stories * New Storytelling resource from Learning Forward |
| Homework Review | What points of impact did the Project Max [video](https://www.youtube.com/watch?v=jsKcGqpcVAc) cover?  Do you use videos to share your impact? Why or why not? |
| Susan Weigert - literacy |  |
| Breakouts/Whole Group | Breakout:   * How do we increase teachers’ knowledge and skills? * What does real access to the general curriculum look like? * What does this mean for your SPDG work? * What else do you want/need to know?  Whole Group: * What were some things you heard or expressed that stuck with you? * What do you want to continue to work on? |
| New Resources | [View TIP #18: Choosing Accessible Grade-Level Texts for Use in Inclusive Classrooms](https://publications.ici.umn.edu/ties/foundations-of-inclusion-tips/choosing-accessible-grade-level-texts-for-use-in-inclusive-classrooms?_draft=463428ea-7516-436e-a641-87ef71c7fc83)  This TIP will outline considerations for choosing appropriate accessible grade-level texts for students with significant cognitive disabilities in inclusive classrooms. |

**Purpose:** Learn about effective literacy and reading strategies for students with the most significant needs.

**Learning Targets:** (1) Participants will be able to describe best practices in reading and literacy.